**Unit 4 Fiction**

Reading:

Big Ideas: SWBAT make inferences.

Essential Questions: What makes a great story?

Objectives: SWBAT use context clues to draw conclusion and make prediction; Make inferences to understand characters and character traits; Compare and contrast stories, authors, perspectives; Demonstrate understanding of literary techniques and story elements.

Pre: Reading Interim from 12/5

Post: “ “

Writing:

Big Ideas: All stories have imaginative plots

Essential Questions: How does a good writer express themselves?

Objectives: SWBAT organize writing; Develop characters and traits, settings and plots; Use descriptive language; Include a solution.

Pre: Writing Interim from 12/13

Post: Imagine you are a superhero. What superpower do you have? Tell what you use it for and explain why you chose that power.

VOCAB:

Setting, plot, character, conflict, resolution, narrative, imagery, imagine/imagination, dialogue, perspective, lead, tension, mood,

3 Writing Prompts:

Imagine you can spend the day with someone. Who would it be? What would you do and why?

Imagine you got locked in school overnight without power. What would you do?

Your teacher places a paper bag on your desk and it begins to move. Write a story about what happens?

Week One 1/8-1/11

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| 1/07 No School |
| 1/08  Language: Wednesday Surprise  Reading:  SWBAT compare and contrast story elements in fiction and nonfiction texts by identifying text features of each and discussing verbally with a partner.  “The stories have in common…”; “\_\_\_\_ makes a story a story because…”  Writing:  SWBAT explain what characteristics make a good story by discussing orally in pairs and recording on a chart. |
| 1/09  No lesson |
| 1/10  Language: The True Story of the 3 Little Pigs  Reading:  SWBAT identify fiction text elements (character, setting, plot) by listening to a read aloud and charting elements, then discussing verbally with a partner.  “I recognized \_\_\_ element in the story”; “\_\_\_\_\_ makes a story a story because \_\_\_\_”.  Writing:  SWBAT identify solutions to what if problems in pairs and record on a chart. |
| 1/11  Language: A Day’s Work  Reading:  SWBAT make connections between the main character and the plot by listening to a read aloud, and discussing it verbally with a partner.  “The main character is…; I think this because \_\_”; “The plot is \_\_\_\_”.  Writing:  SW develop narrative ideas by planning a problem and solution scene and sharing orally in pairs and triads. |

Week Two 1/14-1/18

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| 1/14  Language: The Garden of Abdul Gasazi  Reading:  SWBAT understand character attributes by identify character attributes and comparing protagonist with antagonist and discussing it with a partner.  “The protagonist has \_\_quality, the antagonist has \_\_\_ quality. I think that because \_\_\_\_\_.”  Writing:  SW develop a character and write short story using the character by using a graphic organizer and sharing orally in pairs. |
| 1/15  Language: The Giving Tree  Reading:  SWBAT describe how the character develops by explicitly referring to evidence in the text and discussing it verbally with a partner.  “\_\_\_ changes in the story. I know this because \_\_\_”  Writing:  SW refer to literary devices and explain how they help depict a setting and establish mood, tension, and character’s emotions. |
| 1/16  No Lessons |
| 1/17  Language: Where the Wild Things Are  Reading:  SWBAT describe how the character develops by explicitly referring to evidence in the text and discussing it verbally with a partner.  “The character changed \_\_\_\_ because \_\_\_\_\_”  Writing:  SW develop their character’s problem and resolution using a story planner and complete a shared writing. |
| 1/18  Language: Snowmen at Night  Reading:  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “An important idea is \_\_\_ because \_\_\_”  Writing:  SW identify what elements of the story will be included in their draft and discuss orally in pairs and being planning their drafts using a graphic organizer. |

Week Three 11/26-11/30

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| 1/21  No schools |
| 1/22  No School |
| 1/23  No lessons |
| 1/24  Language: A Bad Case of the Stripes  Reading:  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “An important idea is \_\_\_ because \_\_\_, a supporting idea is \_\_\_\_\_.”  Writing:  SW identify what elements of the story will be included in their draft after discussing orally with in pairs and begin drafting using their graphic organizers. |
| 1/25  Language: Chocolatina  Reading:  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “An important idea is \_\_\_ because \_\_\_; a supporting idea is\_\_\_\_\_\_.”  Writing:  SW describe how the revision process improves their writing by discussing orally in pairs. |

Week Four 1/28-2/1

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| 1/28  Language: Recess Queen  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “An important idea is \_\_\_ because \_\_\_”  Writing:  SW identify figurative language in texts and explain how it improves their stories working in pairs and sharing orally. |
| 1/29  Language: The Stranger  Reading:  SWBAT make inferences in a text by referring to evidence in the text and discussing them in pairs.  “I think \_\_\_ is happening because \_\_\_\_”.  Writing:  SW identify dialogue in texts and explain how dialogue improves plot and develops character and discuss it orally in pairs. |
| 1/30  No lessons |
| 1/31  Language: Cloudy With A Chance of Meatballs  Reading:  SWBAT make inferences in a text by referring to evidence in the text and discussing them in pairs.  “I think \_\_\_ is happening because \_\_\_\_”.  Writing:  SW contrast revision and editing and explain how punctuation improves conversation and discuss it orally in pairs. |
| 2/1  Language: The Trucker  Reading:  SWBAT make connections between the character and their lives by making inferences and be able to explain why the character acts the way they do.  “I think the character is acting that way because …”  Writing:  SW identify paragraph structure in texts and discuss orally in pairs, then edit their drafts . |

Week Five 2/4-2/8

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| 2/4  Language: The Secret Shortcut  Reading:  SWBAT make connections between the character and their lives by making inferences and be able to explain why the character acts the way they do.  “I think the character is acting that way because ….”  Writing:  SW learn to self-revise using an revising checklist and working in pairs and triads. |
| 2/5  Language: The Field Beyond the Outfield  Reading:  SWBAT make connections between the character and their lives by making inferences and be able to explain why the character acts the way they do.  “I think the character is acting that way because ….”  Writing:  SWBAT identify correct verb tense after conjugating verbs in small groups and edit their stories. |
| 2/6  no lessons |
| 2/7  Language: Sylvester and the Magic Pebble, A Bad Case of the Stripes  Reading:  SWBAT identify theme in the story and make connections to the main idea of the story by discussing in pairs and triads.  “The story is mostly about….”  Writing:  SW revise and edit their drafts in peer conferences. |
| 2/8  Language: The Bad Day at Riverbend, The True Story of the Three Little Pigs  Reading:  SWBAT compare and contrast the perspective of a character listening to a read aloud and discussing orally in pairs.  “The character’s perspective was \_\_\_\_\_\_; this is similar/different because \_\_\_\_.”  Writing:  SW revise and edit their drafts in teacher and peer conferences. |

Week Six 2/11-2/15

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| 2/11  Language: The True Story of the Three Little Pigs  Reading:  SWBAT summarize the important ideas of a text and explain in writing using explicit text references after orally discussing the ideas in pairs and filling out a graphic organizer.  “The character wanted \_\_\_\_ but this happened\_\_\_ so he/she \_\_\_\_\_\_\_. I know this because in the text it says….”  Writing:  SW publish and orally share their stories. |
| 2/12  Language:  Reading:  SWBAT summarize the conflict and resolution of a text and explain in writing using explicit text references after completing a graphic organizer and discussing orally in pairs.  “The conflict was….., the resolution was……; I know this because in the text it says ….”  Writing:  SW publish and orally share their stories. |
| 2/13  No Lessons |
| 2/14  Post test |
| 2/15  Test prep |